

Year 10 LTP 2023 – 2024

**NOTE: there is an expectation that SPAG is revised both explicitly in the form of quizzes/ retention activities at the beginning of each lesson and implicitly within each learning sequence and as homework tasks**

| Date  | Curriculum Intent  |
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|   | <b>The Individual in a Wider Society</b>   |
| <p><b>Summer term 2</b><br/>X7 weeks</p> <p><b>SPAG 1 Retention</b></p> | <p><b>English Language:</b> Students read a range of fiction texts linked to the theme of ‘Utopia’ and ‘Dystopia’ in order to consider the place of the individual within a wider world and consider contextual influences in stories. Students will learn to structure a response for extended evaluation, developing skills learned in earlier units and enhancing with a keen focus on framing independent responses to texts. Similarly, students extend their appreciation of a writer’s authorial craft by consolidating core knowledge of considering the significance of a wider range of literary devices (SPAG 2). Students will extend their knowledge of rhetorical devices by analysing how persuasive language is utilised to influence.</p> <p><b>English Literature:</b> Students will also revisit knowledge of poetic terms, extend further to practice unseen poetry with an analysis of a poem linked to the dystopic theme: focus is to extend knowledge of poetic structure and consider the viewpoint of the persona</p> <p><b>Spoken Language: Debate – presenting views in a formal setting – Society today – Utopia or Dystopia?</b></p> |
|   | <b>Completion of ‘Individual in Wider Society’</b>   |
| <p><b>Autumn Term 1</b><br/>X2 weeks</p> <p><b>SPAG 2 Retention</b></p> | <p><b>English Language:</b> Students revisit and consolidate prior learning of critical reading skills: Analysing the writer’s intention and evaluating success, critical analysis of writer’s craft and complete assessment. Students consolidate critical reading skills learned so far.</p>   |
|   | <b>Powerful Landscapes</b>   |
| <p><b>Autumn Term 1</b><br/>X2 weeks</p> <p><b>SPAG 2 Retention</b></p> | <p><b>English Literature</b></p> <p><b>Poetry:</b> Students revise their existing knowledge of GCSE Poetry studied so far: Core quotations and contextual detail. Students study further poems ‘To Autumn’/ ‘In Romney Marsh’, ‘Home Thoughts’ linked to the idea of the importance of powerful landscapes. They will extend their knowledge of poetic language/form structure further and make connections across poems studied so far.</p>   |
|   | <b>A Celebration of the Human Spirit</b>   |
| <p><b>Autumn Term 1</b><br/>X4 weeks</p> <p><b>SPAG 3 Retention</b></p> | <p><b>English Language:</b> Introduction to the 19<sup>th</sup> Century. Students will learn relevant contextual detail about the nineteenth century and consider thematic connections in preparation for their study of ‘A Christmas Carol’. Students will read a range of extracts taken from the canon of 19<sup>th</sup> Century literature and will practice retrieval skills, evaluate the writer’s purpose and intention, and analyse authorial craft. These skills consolidate prior learning and provide transferable skills to prepare for future learning.</p> <p>Imaginative Writing: Linear Narrative</p> <p><b>Spoken Language - Group Presentation Q3 and Q4 verbally present views with supporting evidence</b></p>  |

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| <p><b>Autumn Term 2</b><br/>X8 weeks</p> <p><b>SPAG 3 Retention</b></p>  | <p><b>English Literature: Dickens’ A Christmas Carol.</b><br/>Students will study this GCSE examination text and consider Dickens’ intention for the novel. Students explore characterisation and themes integral to the plot and revisit previous learning of analysing authorial craft, reading and analysing the unseen extract and evaluating the significance of character and theme within the text. Students’ critical reading skills will be extended, facilitating a sustained response to writer’s craft and whole text ideas.<br/><b>Spoken Language:</b> Paired/group/ class discussion</p>  |
| <b>Human Resilience</b>  |  |
| <p><b>Spring Term 1</b><br/>X6 weeks</p> <p><b>SPAG 3 Retention</b></p>  | <p><b>Integrated Reading &amp; Writing &amp; Spoken Language Endorsement</b><br/><b>Non-fiction:</b> Students will draw upon their knowledge of nineteenth century context and write the script for a <b>speech</b>. Students will learn the knowledge and skills required by reading a range of powerful, persuasive speeches and identify key language and structural devices used to influence a reader. They will write the script for a speech.<br/>They will also read a range of contemporary non-fiction articles/extracts which encourage a deepening appreciation of tolerance and forbearance which builds on previous empathetic learning. Modern examples of concentration camps<br/>Students will submit a proposal sheet and parents will sign and return electronically.<br/>Students will consolidate their technical accuracy for writing further and extend to wider non-fiction writing forms.</p>   |
| <b>The Tragedy of the Human Condition</b>  |  |
| <p><b>Spring Term 2</b><br/>X5 weeks</p> <p><b>Summer Term 1</b><br/>X5 weeks</p> <p><b>SPAG 3 Retention</b></p> | <p><b>English Literature:</b> Students will revisit prior knowledge of the Shakespearean genre and will extend and deepen their knowledge of ‘Tragedy’. An understanding of the tragedian concept will also prepare students for their later study of ‘Journey’s End’. Students will also learn relevant Jacobean contextual information to prepare them for their GCSE text: Shakespeare’s ‘Macbeth’.<br/>Students will study Macbeth and will revisit and develop their ability to critically analyse Shakespeare’s dramatic craft and also fine tune evaluation skills as they explore the playwright’s intention. Students will analyse a range of themes and characterisation. This will build upon knowledge gained from ‘Kindertransport’ from Y9. (2024/5 onwards) and prior learning from their Y9 study of ‘Twelfth Night’.<br/><b>Reading:</b> Students extend their understanding of conflict with related reading beyond the play to non-fiction texts and approach themes within the play from a psychoanalytical reading. Here, Students fine tune their critical evaluation skills<br/><b>Writing:</b> Students will adapt knowledge of persuasive writing in re-presentational writing using ‘Macbeth’ as a vehicle for transferable knowledge and skills<br/><br/><b>Spoken Language:</b> Throughout the unit, students are actively encouraged to develop their oracy skills during peer/group/ class discussion.</p> |
| <b>ROLL OVER TO Y11</b>  |  |
| <b>Conflict</b>  |  |
| <p><b>Summer Term 2</b><br/>X7 weeks</p> <p><b>SPAG 3 Retention</b></p>  | <p><b>English Literature:</b> Students will study ‘Journey’s End’ for GCSE English Literature Paper 1 Section B. They will revisit the concept of tragedy and consider the role of the dramatic form to convey the tragedy of war. Students will also revisit and utilise knowledge of WW1 gained from History in y9. Students will read a range of non-fiction and poetry to provide historical/ cultural context and literary context to deepen their understanding of the writer’s intention and meaning conveyed in the play. Students will also revisit and extend their knowledge of both dramatic form and the idea</p>   |

of conflict from 'Kindertransport' studied in Y9. Students will synthesise contextual relevance within their critical response to characterisation and theme and develop an empathetic appreciation of the subject matter.

Reading: students will read a range of non-fiction and literary non-fiction and poetry to support their understanding of the themes within the play. Students will study the poem 'Adlestrop' in context.

**Writing:** Students will use their knowledge of trench warfare and adapt for transactional writing purposes. Technical accuracy is further developed.